

Please read and discuss with your tablemates...

- RTI will not work under just any circumstance. People have to understand it on two levels, and the second is where things often go off track. They have to understand not only what RTI is, but also the changes that have to be made in order to implement it effectively. And implementation is the part that most people don't include in their planning or their thinking. They focus on the intervention, and they don't even think about whether they have the capacity to actually do it. There are a lot of things involved in making good use of RTI, from the classroom level to the state level. For instance, a school has got to have a strong core curriculum in place. If they don't, RTI won't help them.

- Dean Fixsen, Bridging the Implementation Gap

Understanding Evidence-based Curriculum and Instruction, Interventions and Extension

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Essential Components of Response to Intervention

- ❑ Implementation of Scientifically Based Curricula, Instruction, and Intervention/Extensions
- ❑ System of Assessment and Progress Monitoring
- ❑ Data-based Decision Making
- ❑ Leadership
- ❑ Cultural Competence and Responsivity
- ❑ Family, School and Community Partnerships

Preview: Connecting My Presentation to Indiana's Vision of RTI

- **Leadership** is at the heart of Targeted and Intensive Interventions
- **High Quality Core Curriculum and Instruction** must be in place that is data driven and preventative – it must be based on student learning. The core curriculum must show evidence that it meets the needs of a majority of children.
- **Data Based Decision Making** drive intervention selection and implementation

Integrated System for Academic and Behavioral Supports

Tier 3:

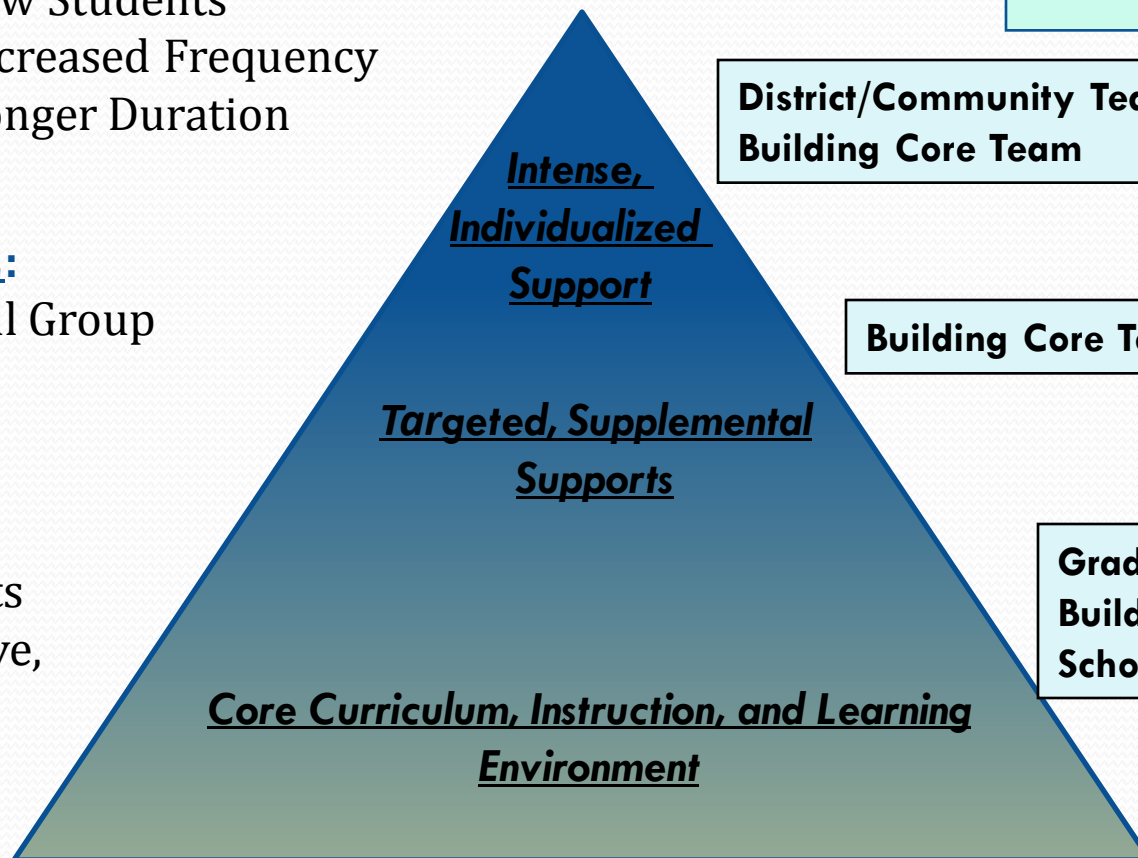
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



**District/Community Team
Building Core Team**

Building Core Team

**Grade Level Teams
Building Core Team
School Improvement Team**

*Services across tiers are
fluid and data-driven*

Where Should We Begin?

- Indiana's Vision for RTI is a systemic change process
- Many schools begin by looking for interventions
- Schools need to begin by looking at the Core Curriculum and evidence that the Core is secure
- As you move toward the process of RTI your school begins to have a culture change toward data and improving teaching practices
- The process is about the General Education Classroom **NOT** Special Education

Scientifically-Based Research

- Research involving the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.
- Found in both IDEA and NCLB
 - Indiana's Response to Intervention, Guidance Document

Evidence-based

- Practices that utilize existing evidence from worldwide research and literature on education and related subjects or established by sound evidence where existing research is lacking or of a questionable, uncertain, or weak nature.
- Indiana's Response to Intervention, Guidance Document

Best Practices

- Those research and evidence based strategies that produce activities and ideas that engage students and motivate them to learn.
 - Graphic organizers
 - Engaging multiple modalities
 - Less scripted and more routine
 - Writers have to write
 - Readers have to read

What is the Core Curriculum?

- Content being taught, retained and practiced in all classrooms
- Common teaching best practices
- Our guarantee to all parents that every child will receive regardless of teacher, grade level or school
- The bottom line in each classroom – critical features
- The foundation that is available to all children
- Preventative and proactive

Evidence-based Core Curriculum

- The Core is what is available to ALL CHILDREN
- Preventative and proactive
- Includes but is not limited to:
 - Differentiated Instruction
 - Core Interventions
 - Universal Screening
 - Small, flexible groups
 - Curriculum mapping
 - Data driven decisions and progress monitoring
- A secure core shows evidence that 80% of the children are successful at the core level based on a universal screener
- The Core priority is high quality instruction that is responsive to data

Now You Try:

- Looking at the list of Core Curriculum suggestions , what do you currently have in place?
- What questions do you have regarding the core?
- What next?

What is the Data Telling Us?

We are moving toward a data driven culture:

- What type of data is being collected?
 - How is the data being used?
 - What are the data trends?
 - How are the data trends being used?
 - What data are we collecting but not using?
 - Do you have a Universal Screener or CBM, Curriculum Based Measurement, in place?
 - Do you have some type of Progress Monitoring in place?
 - Does the Progress Monitoring correspond with the Universal Screener?

Is the Core Curriculum Secure?

- Is there administrative support at both the school and district level?
- Is implementation of a secure core a top priority? Is there leadership for all aspects of the core, academic, behavioral, social emotional?
- What percent of children are successful at the core level? What are the subgroups that do not seem to be successful?
- Is fidelity to the core a common practice?
- How and by whom is fidelity monitored? Who ensures fidelity, administration, teachers, both?
- Are there interventions in place at the core level?
 - What are those interventions still needed at the core?
 - Which interventions at the core do teachers need additional training?

Secure Core Curriculum con't.

- What plans are in place to ensure a secure core curriculum?
 - What next?
- Has the school identified common teacher referral concerns in their schools?
 - Think about common interventions at the core level
 - Look for interventions that will meet referral data

Interventions by definition...

- are intensified instructional practices used to teach targeted groups of students or individual students.
 - Direct teaching of a skill
 - Teacher guided practice
 - Re-teaching
 - Independent Practice
 - Progress Monitoring

Where to begin...

- List all interventions currently in the building and or districts
- Find out who in the building is trained to implement available interventions
- Survey the staff for any additional training the staff may have that could be used as an intervention
- Look at all available interventions and list the components of the intervention see implementation bank
- Begin to educate all teachers about the interventions currently available.

Intervention			
Type of Intervention			
Number of times per week			
Number of minutes per day			
How to measure effectiveness			
Type of student			
Size of group			
Research type			
Fidelity list			
Trained personnel			
Tied to core			
Gen. ed. staff trained			

Intervention Bank, all interventions should include:

- **Name of intervention** – published name or name given by intervention team
- **Type of intervention** – reading, math, behavior
- **Number of times per week** - recommended number of times per week
- **Number of minutes per week** - recommended number of minutes per week
- **Type of personnel required to implement and who on staff is trained or qualified to implement** – Who should implement this intervention and do I have on staff personnel who can implement? Is someone already trained? How much training is required?
- **How do you measure its effectiveness?** – What type of measurement tool will you use to determine the effectiveness of the intervention? Does the tool of measurement match the intervention being implemented?
- **What type of student will this help?** – Are there certain children, research shows, that will benefit from this intervention?

Intervention Bank continued...

- **Size of group** - What is the recommended size of the group, are there ranges depending on the intensity of the need?
- **Research type** – What type of research was done with this interventions? Does the research group parallel your student population or targeted/intensive intervention group?
- **Fidelity list** - How will you ensure that the intervention is being implemented the way it is suppose to be done? Does the intervention provide a fidelity checklist or training?
- **Is it closely tied to the core curriculum?** - Does the intervention align with what is being done in the general classroom? How closely aligned is it to the core curriculum?
- **Are the general education staff familiar or trained?** – Have you shared this intervention with the general education staff? Are there plans to have them trained? Are there components of this intervention that could become part of the core curriculum? If so, how will you share the interveticion and training?

Extensions...

- Are intensified instructional practices used to teach targeted groups of students or individual students.
- Should support and/or enhance the core curriculum.
- Challenge high ability children when the core curriculum is not meeting their needs.
- Must be a well planned and clearly articulated sequence of experiences that are a part of a content based curriculum that is both accelerated and enriched.

What Next?

- Connections...
- Questions...
- Concerns...

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Indiana's Vision for Response to Intervention

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